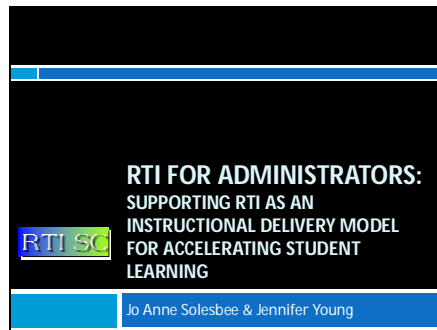
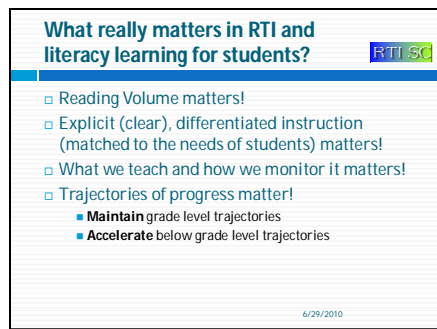


Slide 1



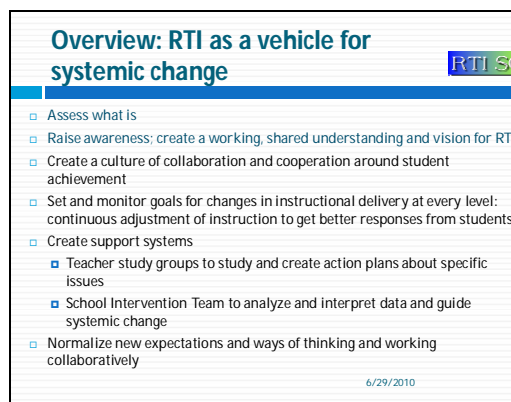
This section will look at ways administrators can take this information and use it to implement RTI as a model for school change for accelerating student learning.

Slide 2



We spent all day talking about what really matters for RTI in literacy because if we don't know what matters, we have no idea where to put our emphasis, what to pay attention to, what to gather evidence about, and what we want to collaborate on to make changes to benefit students. If RTI is an instructional delivery model, then we have to know a lot about best practices in the content area that will guide implementation of that model.

Slide 3



We will talk, in particular about the first few bullets, which we see as a way to get started with getting everyone on board with RTI

Slide 4

**Gathering data: Where is your school now?** RTI SC

- Student engagement
- Explicit, differentiated instruction
- Data-based decisions using curriculum-based measures

6/29/2010

Why is it important to assess the “what is” in your classrooms now? Because without data to back up claims that this or that is under control at your school, you cannot make data-based decisions. Data—that is, information—needs to drive our conversations with teachers and it needs to drive the change process. So if we have determined that according to the research, high student engagement is critical to student achievement, and we have kids who are not achieving well, it makes sense to see what is happening in terms of engagement with reading and writing in our classrooms, especially for our struggling readers.

Slide 5

**Assess student engagement in extended reading and writing** RTI SC

- Examine school schedule and classroom schedules. Is there a large block of time in every classroom for uninterrupted literacy instruction? (at least 90 minutes)...if not, how can you change this?
- Examine classroom schedules and lesson plans.
- Make short visits and gather data

6/29/2010

So of course, one place to start is with our school schedules and our classroom schedules.

Another place to look is at teachers’ lesson plans. How much time does it look like they are making for students to actually read? And the third thing we can do is to do 5-10 minute walk-throughs and observe and gather data on student engagement in reading and writing.

Slide 6

**Pressley, Wharton-McDonald, Allington, Block, & Morrow (1998)** RTI SC

...Thus, one simple rule of thumb that we have developed for quickly sizing up a classroom is to calculate the proportion of children who are **productively engaged** in literacy activities when the teacher must leave the room momentarily. In the most-effective-for-locale classes, this figure was typically more than **90% of the students more than 90% of the time** during language arts\* (p 12).

6/29/2010

Recall this slide...certainly, if a bunch of researchers could figure out how to gauge this, we can...

Slide 7

### Collect information in a few classrooms to start

- Maybe start the way the researchers in the Pressley study did:
  - 2 or 3 High-progressing-for-school classrooms
  - 2 or 3 typical-progressing-for school classrooms
- Do 5-10 minute observations over 2-3 weeks and see what you notice about one thing (e.g., student engagement in extended text reading and writing)

6/29/2010

Maybe the way to start is the way they did: small. Select 2-3 classrooms in your school, or maybe one grade level and try out the observation tool over a series of say, 6-8 short visits to each classroom. Then sit down with the data and reflect on what you are learning. Are teachers actually teaching kids to engage in reading and writing? Is most of the time spent with children actually reading and writing? If not, why not? What kinds of conversations could we begin with teachers around these issues?

Slide 8

### Collecting information about students engagement in extended reading & writing

RTI Classroom Literacy Engagement Coding Form

Classroom: \_\_\_\_\_ Grade: \_\_\_\_\_ Month: \_\_\_\_\_

Grouping: Whole Group (WG), Small Group (SG), One-on-One Instruction (1:1), Independent (IN)

Workshop/Structure: Read Aloud (RA), Shared Reading (SR), Guided Reading (GR), Independent Reading (IR)

Teacher Behavior: Teacher Teaching/Talking (TT), Teacher Managing Behavior (TM), Teacher Providing Instructions (PI), Teacher-Child Conversation (TC), Teacher Listening to Child Reading (TL), Teacher-Child Reading Together (TCRT)

Student Engagement in Reading and Writing Count & record number of Engaged in reading/writing

Times	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Date																								
Times																								
Date																								

6/29/2010

So when we visit a classroom, we want to record the date on the left and then record the times of our observations along the top, say every 1-2 minutes. We can note the grouping, whether whole group, small group, individualized, or children working independently. We can note which workshop structure the class is engaged in, read aloud, shared reading, guided reading independent reading, etc. and we can note what the teacher is doing, whether she is teaching/talking, managing behavior, providing instructions, having a conversation with children, listening to a child read, or engaged in shared reading with the teacher and children reading together. On the observation tool, underline or highlight these two things under teacher behavior: **TEACHER LISTENING TO CHILD READING (TLCR)** and **TEACHER-CHILDREN READING TOGETHER (TCRT)**. These are the only two teacher behaviors that will allow you to indicate that the children or child working with the teacher are actually engaged in reading.

You have a sample chart that shows two observations in Ms. MacDonald's second grade classroom. Notice that the principal has noted when the teacher's behavior shifts or when the workshop structure changes, and then with each 1-2 minute observation, she does a quick count of how many children are really engaged in reading and writing extended text. Notice how little actual reading is taking place in this classroom in spite of the fact that she has these workshop structures in place...

## Slide 9

### Raise Awareness and Create a Common Vision about what matters for literacy learning

- About the importance of reading **volume**
- About the importance of student **engagement** in reading and writing **extended** text
- Ask teachers to begin **gathering data** about reading volume and engagement in reading and writing for their 2-3 most struggling readers (see mini-study)
- Work with teachers to
  - plan mini-lessons to **teach** children (e.g., how to select books, work on problems, build stamina, etc.)
  - alter** the way they **organize** their materials, time, and instructional groupings as necessary

6/29/2010

Another major undertaking is to create in your school a common vision for what matters in literacy learning. No doubt teachers know about best practices. But we are finding that even in classes where a reader's workshop is in place, that student engagement is often low. So share the research we have shared with you about student engagement and reading volume, begin gathering data yourself, and ask teachers to start gathering data on their struggling readers, as well.

## Slide 10

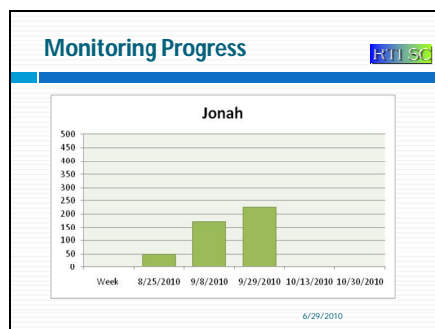
### Teachers making Data-based Decisions about Engagement and Volume

Child	Dates: Week 1	Approximate Words Read	Goal/Notes	Dates: Week 3	Approximate Words Read
Jonah (5 min)	8-25-10	54	Stays focused, but reads very slowly. Is reading stuff that is rather hard for him (Boycar) but he perseveres. Friday he didn't feel well; put his head down and stopped reading.	9-8-10	160
	8-26-10	67		9-9-10	175
	8-27-10	28	Plans: Meet with parents; see if they will read Boycar with him at home; conference with him about how to select books at a slightly lower level right now and work with him in small group on fluency.	9-10-10	185

6/29/2010

Here is an example of a mini-study that we ask teachers to complete on their 2-3 lowest kids. Over the course of a week, the teacher observes her lowest 2-3 readers for five minutes each observation and records how much the child is reading. Then she makes a plan to improve things, and implements the plan, then she observes again a few weeks later. Here is an example of a teacher's observations on one child names Jonah.


## Slide 11



And here is an example of a chart she and Jonah made together to chart his average reading volume over time. Together, they set some goals, then, as she does her observations, she shares what she sees and together they chart it with Jonah drawing and coloring in the bars on the chart.

Slide 12

### Set goals *and* monitor progress toward those goals




- **Changes** in the ways we deliver instruction
- **Changes** in the degree of **engaged** reading and writing
- Pay attention to **fidelity** to the basics in Tier 1
  - Teacher observations of 2-3 struggling readers: gather data on **engagement** and **volume**
  - Administrative walk-throughs: gather data on engagement and volume of entire classes
  - Raise awareness; change **expectations**
  - Document change over time

6/29/2010

So if we are to make data-based decisions, we have to gather data and keep gathering it. When you go back to your schools, these observations will help you to set goals and monitor your school's progress toward those goals for increased engagement and volume, especially for our lowest readers. We can use this data to raise awareness and challenge and change our expectations.

Slide 13

### Change is about you and me




- One leader
- One child
- One teacher
- One classroom
- One grade level
- One school
- ...at a time

6/29/2010

Slide 14

### Raise Awareness and Create a Common Vision for RTI




- Create a shared vision concerning RTI when I = Instruction
  - Everyone's job
  - Everyone's responsibility
  - Fidelity and quality of Tier One instruction is the foundation
  - About our responsibility to adjust instruction to get better responses from the students we teach
  - About RTI as a vehicle for changing lives and changing the way we do business

6/29/2010

In our work with over 500 teachers and administrators last year in the RTI workshop series for classroom teachers, we heard over and over and over again about how their district or their school didn't share a common understanding about RTI as being about shared responsibility for all students. This is critical. So how do we begin this process?

Slide 15

**Raise Awareness and Create a Common Vision for RTI: What Matters?** 


What really matters for a professional community supporting accelerated student learning?

- Collaboration and cooperation matter!
- Data-based decision-making matters!
  - Data is just information. ORGANIZE it. USE it.
- Universal screening matters!
- Multiple levels of instructional delivery matter!
  - Explicit, differentiated instruction within each tier
  - Accountability for monitoring and adjusting instruction and student engagement in extended reading and writing within each tier
- Progress monitoring matters!
  - Keeping track, setting goals, recovering trajectories of progress, accelerating trajectories of progress require frequent progress monitoring

6/29/2010

How do we share the essential components of RTI, the essentials of literacy volume and engagement within RTI so that everyone knows these things?

Slide 16

**Raise Awareness and Create a Common Vision for RTI: How?** 

- School-based **presentations** (use our PPT's and handouts available on the web)
- **Conversations** with individuals and groups: teachers, support staff, parents, and students
- Gather data on what is happening now in classrooms. **Keep gathering and analyzing data.** **Talk** about it with teachers—what does this tell us about where we are in relation to our shared vision and goal? What can we change? What can we do differently?


6/29/2010

First we recommend that you do school-based presentations. Use the Power Points we provided and the handouts we have posted on the website.

And of course, enter into extended dialogue with all stakeholders.

And continue to gather data on what is happening in classrooms and what is happening with students.

Slide 17

**Raise Awareness and Create a Common Vision for RTI: How?** 

- Share some of the **research** on effective literacy instruction (we will post on the web) and return to the findings often to support the change process
- Share, study, and refer to the **IRA RTI document** and the **RTI SC guidance** document
- Develop a **shared vision** statement (what we want to accomplish, not how we hope to accomplish it)
- Develop a shared statement about **what students should be doing** during reading and writing instruction (engaged in reading and writing at least 75% of the time)

6/29/2010

Another thing we recommend is read and share the research we shared with you and read and study and use the IRA document on RTI.

Eventually you want to develop a shared vision statement in your school as well as a shared vision about what students should be doing most of their time. If everyone shares this vision, then everyone can talk about it and work toward it.

Slide 18

### Raise Awareness and Create a Common Vision for RTI: How?

- Send teachers to the **SCDE 3-day workshops** (they're free!)
- Have **conversations** with these teachers about what they are learning
- Ask them to talk about and **share** what they are learning with their peers
- Have them help with school-based presentations and structured conversations
- Have them help with the processes of forming and **building new support systems for change** through RTI

6/29/2010

And of course, send your teachers to the free workshop series and when they come back, talk with them about it and provide opportunities for them to share what they are learning with their colleagues. When you present information on RTI, ask teams of teachers to present with you. Build a core group of people who will help your school in building support systems and collaborative systems for change.

Slide 19

### Creating a culture of cooperation and collaboration

- Cooperation and collaboration among **everyone**—teachers, administrator, support personnel, parents, students—is **foundational**
- Begin during the process of raising awareness
- Continue during the processes of **increasing** student **engagement** in reading and writing and **differentiating** instruction

6/29/2010

Working on the work is the best way we know to create a culture of cooperation and collaboration.

Slide 20

### Take a critical look at assessments

- Examine in terms of their purpose, the investment of time, and the actionable information you get. **Streamline** and **power up**.
- Make sure your school and your district are **using the data**, not just collecting them
  - Examine systems for organizing, analyzing, and reporting data to make them more user-friendly
  - Don't expect data to "speak" until you are willing to enter into **careful analysis** and have **serious conversations** about them

6/29/2010

Determine that you and your team will take a critical look at assessments in terms of their purposes, the time they take and the information you get. Teachers need good information, and they need to have their instructional time maximized. So make sure everyone knows what each assessment is supposed to do, and wherever possible, get rid of duplication of effort and instruments that don't give you the kind of information you need.

Next, figure out how you will organize data so it can be analyzed and used. We have some systems we have used in Reading First that folks are welcome to use. Just ask.

And last, realize that data is just information. It doesn't have anything to say on its own we have to get in there and organize it and analyze it and raise questions, consider ideas, consider alternative explanations, and have serious conversations about it. too often we collect data and report it, but we don't take the time to figure out what it might mean and how we could use it to effect change.

Slide 21

### Norms of collaboration and communication

RTI SC

- Collaborating and communicating with colleagues
  - Peer observations and conferences: what might I **do differently** to get a **better response** from this child?
  - Seek and share **ideas** in planned sharing sessions
  - Peer study groups: our data shows that our students are having difficulty with \_\_\_\_\_. Let's study ways to address this problem and support one another through **sharing** ideas and **peer observations**

When a student experiences difficulty learning, what is our **professional obligation** under RTI?

6/29/2010

This is not about having forms that have to be filled out and shared, but more about the fact that when a child is in trouble academically, the teacher has a responsibility and a right to seek the help of colleagues to get ideas for adjusting instruction. This may be in the form of a peer observation or a conference with another teacher who teaches the student.

Slide 22

### Norms of collaboration and communication

RTI SC

- Collaborating and communicating with **students**
  - Sharing expectations
  - Shared goal-setting**
  - Asking students** what they need help with
  - Setting up progress-monitoring systems **for and with** students
  - Additional instruction and conferencing

When a student experiences difficulty learning, what is our **professional obligation** under RTI?


6/29/2010

And we need to collaborate and communicate with students.



Slide 23

### Norms of collaboration and communication



- Collaborating and communicating with **parents**
  - **Sharing expectations and goals**
  - **Sharing ideas for supporting** students in meeting those goals
  - **Asking parents** what they need help with
  - Setting up progress-monitoring systems **for and with** students and their parents


When a student experiences difficulty learning, what is our **professional obligation** under RTI?

6/29/2010

And with their parents.

Slide 24

### Remember...




- Change takes **time**...
- Especially when you are trying to change a **culture**
- Especially when the **impetus** is to continue business-as-usual (with a few small repairs)
- Especially when business-as-usual seems to be working for a large number of students (wouldn't it just be easier to hire someone to work with the kids who don't get it the way I teach it?)
- Change takes **time, effort, and continuous attention—from everyone**, because you demand it, because our kids demand it

6/29/2010

Remember...

Slide 25

### Kids can't wait



"Many things we need can wait. The child cannot. Now is the time his bones are formed, his mind developed. To him we cannot say tomorrow, his name is today."

— Gabriela Mistral

"Learning is like rowing upstream; not to advance is to drop back."


— Chinese proverb

6/29/2010

Kids need us to take action now.

Slide 26

### RTI Contacts



- Pam Huxford, State RTI Coordinator:  
[phuxford@ed.sc.gov](mailto:phuxford@ed.sc.gov)
- Jo Anne Solesbee: [joasolesbee@gmail.com](mailto:joasolesbee@gmail.com)
- Jennifer Young: [youngjey@gmail.com](mailto:youngjey@gmail.com)
- Jane Johns: [jodanjohns12@aol.com](mailto:jodanjohns12@aol.com)
- Sally Nottingham: [sallynottingham@aol.com](mailto:sallynottingham@aol.com)

6/29/2010

Please use us as a resource and be sure to use the resources we post on the RTI page on the department's website.